

4th

Grade

4

**meap**<sup>TM</sup>  
Michigan Educational Assessment Program

# *Item Descriptors*

7th



**WRITING**  
**FALL 2010**

**MICHIGAN STATE BOARD OF EDUCATION  
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***NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.***

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Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 3

### NARRATIVE WRITING

**DIRECTIONS:**

In this part, you will be asked to write a story about a given topic. You may use examples from real life, from what you read or watch, or from your imagination. Your audience will be interested adults.

You must write your response on the lines in Day 1, Part 3 of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 3 of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

- 1 W.GN.03.01** Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, and actions and thoughts that reveal important character traits.

## NARRATIVE WRITING

### 10 Write about: Trying Something New

Life offers many opportunities to try new things. Sometimes people are afraid to try something new.

Do **only one** of the following:

write a story about a time when you tried something new

**OR**

write a story about a time someone you know tried something new

**OR**

write a story in your own way about trying something new.

## CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_\_\_ Did I write a story that is focused on the topic?
- \_\_\_\_\_ Did I develop my ideas with details and examples?
- \_\_\_\_\_ Did I organize the story so that it makes sense?
- \_\_\_\_\_ Did I use a variety of words, phrases, and sentences?
- \_\_\_\_\_ Did I spell, capitalize, and punctuate correctly?

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 1

### INFORMATIONAL WRITING

**DIRECTIONS:**

In this part, you will be asked to write an informational response in which you compare two topics. When writing to make comparisons, you may consider how two things are alike, how they are different, or both. Your audience will be interested adults.

You must write your response on the lines in Day 2, Part 1 of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

- 2 W.GN.03.03** Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

## INFORMATIONAL WRITING: WRITING TO MAKE COMPARISONS

- 11** Animals are interesting. Think about two animals. What do they look like? Where do they live? What do they eat? What else do you know about them? Compare these two animals.

### CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_\_\_ Did I stay focused on the topic and the task?
- \_\_\_\_\_ Did I develop my ideas with details and examples?
- \_\_\_\_\_ Did I use logical order so my writing makes sense?
- \_\_\_\_\_ Did I use a variety of words, phrases, and sentences?
- \_\_\_\_\_ Did I spell, capitalize, and punctuate correctly?

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 2

### STUDENT WRITING SAMPLES

**DIRECTIONS:**

In this part, you will read two Student Writing Samples silently and answer multiple-choice questions about the writing samples. You may look back at the Student Writing Samples as often as needed.

You must mark all of your answers in Day 2, Part 2 of your **Answer Document** with a No. 2 pencil. You may underline, highlight, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

**Description:** Student Writing Sample #1

- 3 W.PR.03.02** Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizer such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).

Identify reason for using Venn diagram as pre-writing strategy.

- A** to describe characters
- B** correct, to sequence events
- C** to compare main ideas
- D** to add important details

- 4 W.PR.03.04** Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

Identify best way to improve the sample thereby making it easier to read.

- A** correct, best way to improve sample is to correct spelling
- B** stated improvement does not make the sample easier to read
- C** stated improvement does not make the sample easier to read
- D** stated improvement would most likely make the sample harder to read



- 5 W.GR.03.01** In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify sentence that uses quotation marks correctly.

- A** revised sentence uses quotation marks at beginning and end of sentence
- B** revised sentence uses quotation marks around phrase
- C** correct, sentence uses quotation marks correctly
- D** revised sentence uses quotation marks around speaker

- 6 W.PR.03.04** Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

Identify best way to combine two sentences.

- A** revised sentence uses wrong conjunction
- B** revised sentence indicates cause/effect relationship between two sentences
- C** correct, best way to combine sentences
- D** revised sentence uses wrong conjunction

- 7 W.PR.03.01** Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece.

Identify writer's intended purpose for including sentence.

- A** to show excitement
- B** to cause conflict
- C** to describe feeling
- D** correct, to express author's feelings

- 8 W.GR.03.01** In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify which sentence is punctuated correctly.

- A** correct, uses question mark correctly
- B** revised sentence uses comma incorrectly
- C** revised sentence uses exclamation point incorrectly
- D** revised sentence uses comma incorrectly

- 9 W.PR.03.04** Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of idea (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

Identify which sentence is revised (edited) correctly.

- A** revised sentence uses incorrect homophone
- B** correct, identifies spelling correction
- C** revised sentence uses incorrect homophone
- D** revised sentence uses incorrect homophone

- 10 W.PS.03.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

Identify sentence with best use of descriptive language.

- A** somewhat descriptive but not best choice
- B** compound sentence without any descriptive language
- C** short, simple sentence
- D** correct, sentence with several descriptive words and alliteration

**Description:** Student Writing Sample #2

- 11 W.PR.03.02** Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizer such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).

Identify pre-writing strategy.

- A** correct, story map
- B** Venn diagram
- C** web
- D** list

- 12 W.SP.03.01** In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Identify correct spelling of frequently encountered word.

- A** word misspelled
- B** correct
- C** word misspelled
- D** word misspelled

- 13 W.GR.03.01** In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify which sentence uses correct verb tense.

- A** revised sentence uses incorrect tense
- B** revised sentence uses incorrect tense
- C** revised sentence uses incorrect tense
- D** correct, answer uses correct tense

- 14 W.SP.03.01** In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Identify correct spelling of frequently encountered word.

- A** word misspelled
- B** word misspelled
- C** word misspelled
- D** correct, answer is homophone

- 15 W.PS.03.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

Identify sentence with most descriptive words.

- A** sentence contains no descriptive words
- B** sentence contains no descriptive words
- C** correct, sentence uses several descriptive words
- D** sentence uses one descriptive word

- 16 W.PR.03.04** Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

Identify best way to combine two sentences.

- A** revised sentence leaves out key ideas
- B** revised sentence leaves out key ideas
- C** correct, clearly combines ideas from two sentences
- D** revised sentence is awkward

- 17 W.GR.03.01** In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify sentence which uses quotation marks correctly.

- A** revised sentence uses quotation marks around speaker
- B** correct, answer uses quotation marks in direct quote
- C** revised sentence uses quotation marks around entire sentence
- D** revised sentence uses quotation marks incorrectly

- 18 W.GR.03.01** In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify sentence which uses commas correctly.

- A** revised sentence uses more than one comma incorrectly
- B** revised sentence uses more than one comma incorrectly
- C** revised sentence uses comma incorrectly
- D** correct, uses comma after adverb

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 3

### PEER RESPONSE TO THE STUDENT WRITING SAMPLE

**DIRECTIONS:**

In this part, you will write an answer to a question about Student Writing Sample #2. You may look back at Student Writing Sample #2 as often as needed. Your audience will be interested adults.

You must write your response on the lines in Day 2, Part 3 of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

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- 19 W.PR.03.04** Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

## PEER RESPONSE TO THE STUDENT WRITING SAMPLE

**28** What could the writer do to improve the sample on the next page?

Use details and examples from Student Writing Sample #2 to support your answer.

### CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_\_\_ Did I clearly answer the question?
- \_\_\_\_\_ Did I support my answer with details and examples from the Student Writing Sample?
- \_\_\_\_\_ Did I explain why my suggestions improve the Student Writing Sample?





*Office of Educational Assessment and Accountability (OEAA)*  
*Michigan Educational Assessment Program (MEAP)*  
*Phone: 1-877-560-8378*  
*Website: [www.michigan.gov/meap](http://www.michigan.gov/meap)*  
*Email: [oeaa@michigan.gov](mailto:oeaa@michigan.gov)*